

Proclamation 2021 Breakouts to the Texas Prekindergarten Guidelines (TPG)

Course	Prekindergarten
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For the full text of the Texas Prekindergarten Guidelines, visit <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769825386>.

(IX) PHYSICAL DEVELOPMENT DOMAIN. Research demonstrates that children’s knowledge is developed from their own actions. Thus, learning relates directly to mobility and motor skills. The motor developmental domain influences many aspects of children’s success in cognitive, perceptual, and social development. Teachers should provide activities that promote the development of gross and fine motor skills. The development of physical milestones help children to gain and maintain self-confidence and stability and contribute to such activities as holding a pencil or crayon and writing. Running, hopping, starting and stopping, changing direction, and catching and throwing are the prerequisites for the games of middle childhood that further advance children’s cognitive and social development. Interacting with children not only sets a good example of physical activity, but also results in children’s showing signs of improved mental health and emotional status and closer teacher-child relationships. Activities to develop physical skill and refine motor development will be included in early childhood education and developmentally appropriate environments through games and group play. Rhythmic, stability, loco-motor, and manipulative skills are important and can be addressed in a number of ways. Most importantly, though, these activities should make a meaningful link with social, emotional, and cognitive development. Physical activity not only promotes cognition but also can enhance children’s social skills and self-esteem through group participation.

Free, unstructured outdoor play as a means of developing gross motor, fine motor, and sensory skills is valuable to children’s overall well-being.

Domain	Skill	Outcome	Breakout
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills. Children explore their physical space and understand how their bodies function in space through active movement experiences. Large-motor skills are developed first, followed by stability (turning, twisting, balancing, dodging) and manipulative (throwing, catching, kicking, striking) motor skills. Gross motor development requires thought and deliberate movement. Four-year-old children develop greater control of gross-motor manipulative movements that involve giving force to objects and receiving force from objects.	(1) Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	(a) Child demonstrates coordination in isolation (may not yet coordinate consistently with a partner)
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills	(1) Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner)	(b) Child demonstrates balance in isolation (may not yet coordinate consistently with a partner)
(IX) PHYSICAL DEVELOPMENT DOMAIN	(A) Gross Motor Development Skills	(2) Child coordinates sequence of movements to perform tasks	(a) Child coordinates sequence of movements to perform tasks

Domain	Skill	Outcome	Breakout
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills. Fine-motor manipulative movements involve object-handling activities that emphasize motor control, precision, and accuracy of movement. Cutting with scissors, manipulating modeling dough, and drawing are the foundational skills needed for the demands of handwriting and other small-motor skills in later school years. Fine motor activities can be easily integrated into each learning center and help to strengthen the small muscles of hands in preparation for writing.	(1) Child shows control of tasks that require small-muscle strength and control	(a) Child shows control of tasks that require small-muscle strength
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills	(1) Child shows control of tasks that require small-muscle strength and control	(b) Child shows control of tasks that require small-muscle control
(IX) PHYSICAL DEVELOPMENT DOMAIN	(B) Fine–Motor Development Skills	(2) Child shows increasing control of tasks that require eye-hand coordination	(a) Child shows increasing control of tasks that require eye-hand coordination
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills. Prekindergarten children demonstrate an understanding of health and safety issues related to their daily routines and activities. Children learn to make healthy choices in nutrition and understand the importance of well-being through exercise and rest.	(1) Child practices good habits of personal safety	(a) Child practices good habits of personal safety
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(2) Child practices good habits of personal health and hygiene	(a) Child practices good habits of personal health
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(2) Child practices good habits of personal health and hygiene	(b) Child practices good habits of personal hygiene
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(3) Child identifies good habits of nutrition and exercise	(a) Child identifies good habits of nutrition
(IX) PHYSICAL DEVELOPMENT DOMAIN	(C) Personal Safety and Health Skills	(3) Child identifies good habits of nutrition and exercise	(b) Child identifies good habits of exercise